
Lesson 4 – Online Personal Safety Review and Action

Learning Objectives

- Define the 4 Rs of Internet safety.
- Identify others who could benefit from personal safety information and why.
- Apply knowledge of online personal safety to develop and distribute brochures on online safety.

Discussion

Use the reference half-page about the 4 Rs to review what has been learned in this unit.

- RECOGNIZE techniques used by online predators to groom and deceive their victims.
- REFUSE all requests for personal information, to keep the relationship secret, or to meet anywhere.
- RESPOND assertively. Log off, exit the program, or turn off the computer.
- REPORT suspicious or dangerous contact that makes you feel uncomfortable.

Review: Have students list types of personally identifying information, including:

- name
- age
- birth date
- social-security number
- address
- phone number
- gender
- school name
- e-mail address

Ask students to state why it is risky to reveal this type of information online.

Be sure to cover that it can be used by others to harm us. Examples:

- cyber predators
- cyber bullies
- identity theft
- spam

Review with students what they should do if presented with the following scenarios:

- What should they do if a Web site they want to enter requests any of this information?
- What should they do if they are presented with a profile for IM or chat that requests this information?
- What should they do if they are talking to someone online who requests this information?

Emphasize that they should NEVER reveal information online without their parent's permission. However, with a parent's help, they may be able to safely fill out necessary forms and/or profiles.

Engage students in a discussion of the following:

- Prior to receiving this Internet safety information, were they making mistakes online in revealing personal information?
- Do they know others who could benefit from online personal safety information?
- Why is online safety an important message for their peer group?

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- Should adults like teachers and parents have access to this type of information?
 - Why? (Adults are especially at risk for identity theft when putting personal information on the Internet.)
 - Name some good ways to relay this information to others?

Peer-to-Peer Activity

To accommodate different classroom environments, choose one of the following options: for classrooms with computers or for classrooms without computers.

Advise students that they are now going to participate in an activity to disseminate information about staying safe online to others. Divide students into small groups. Provide students with copies of the brochure activity handouts.

With Computers

Students access their choice of a desktop-publishing program for making brochures. (A sample template with instructions for completing a brochure in MS Word is included with your curriculum materials.)

- Students design a brochure to provide information about personal safety.
- Students incorporate information from activity sheets and discussions.
- Print brochure.
- Proceed to Discussion 3.

Without Computers

- Provide students with materials to make a brochure (paper, markers, crayons, etc.).
- Students design a brochure to provide information about personal safety.
- Students incorporate information from activity sheets and discussions.
- Proceed to Discussion 3.

Discussion 3

- Students present their brochures to the class.
- As a class, decide which brochure is the most informative and creative.
- Make plans to copy the brochure and distribute. (Another option is to have multiple brochures utilizing all brochures students have created.)
- Where will the brochure have the most impact? Distribute at lunch, in library, with report cards, etc.
- Plan a distribution day.

Wrap-Up Discussion

- Guide students in a discussion about what they have learned and why Internet safety is important. Be sure all areas are addressed, including:
 - choosing a screen name
 - choosing a password
 - not revealing information
 - consequences of actions
- Discuss ways in which students can distribute brochures. Suggestions: Hand out at lunchtime, send home with students, set up booth with brochures at open house, etc.
- Discuss why it is important to discuss cyber safety issues with parents.
- Encourage students to make a difference in their school when it comes to cyber safety Issues by registering at www.isafe.org for additional activities, materials, and support concerning this issue.
- Lead into a discussion about the enrichment activity.

Enrichment Activity

Youth who participate in activities to share what they have learned about Internet safety are more likely to practice safe habits online. Additional lessons and support for students, teachers, and parents on Internet safety topics are available from i-SAFE Inc. at www.isafe.org.

Student directions:

- Finalize plans for brochure copying and distribution.
- Go to www.isafe.org and select "Implementation Plan." Have students follow the directions to submit the implementation plan. Select "Brochure Distribution."
- Additional materials may be ordered from i-SAFE for this activity, if desired.
- Direct questions about implementing enrichment activities to outreach@isafe.org.
- Additionally, i-SAFE provides the i-MENTOR Training Network training videos to help students implement enrichment activities. These short videos provide specific "how-to" information about accomplishing i-SAFE outreach activities. Access the i-MENTOR Training Network by clicking on "Kids and Teens" at www.isafe.org.
- Distribute the brochures.
- Let i-SAFE know how your activity went. E-mail outreach@isafe.org.

Post-Assessment

Administer the post-assessment online at www.isafe.org by clicking on "Assessments" if this is your last lesson for i-SAFE. To verify school ID number, log in at www.isafe.org, go to the "My Info" page, and select "Find Your School ID."

Contact us

- We'd like to hear from you! E-mail teachers@isafe.org to share any unique ideas and/or experiences you had during implementation of this unit.
- Students who participate in enrichment activities may be eligible for i-SAFE's monthly Most Valuable Mentor (MVM) award. Let us know about deserving students.

Just a Chat

Directions: Find the unsafe information given out.

Participants:

Donna14

PunkChick13

FreewheelinGus

Hsmith_cool

Skaterdude15

Chat:

Donna14: Wow, I can't believe how tired I am from cheerleading practice and I still have homework.

FreewheelinGus: ☺girl! It ain't all bad.

PunkChick13: Just quit – cheerleading. It's degrading anyway. Do something useful like volunteer. I love Habitat for Humanity. I just spent this weekend helping put a roof on.

Hsmith_cool: That is so cool – so how did you get involved? I'd love to sign up but am afraid to go myself.

PunkChick13: No prob – I read about it and went to the local office over in Birmingham.

Skaterdude15: Hey – I live in Alabama too. But I'm not into that, skating takes up all my time. I have a competition this weekend, may even be televised. I'm so psyched!

Donna14: You guys have such interesting lives. But I really would miss cheerleading. And it's not demeaning –it's a great way to win scholarships for college. I would love to attend Florida State. They have a great cheer program.

FreewheelinGus: Well go for it, then I say. Not that volunteering is all that bad a way to get into college either. Me – I just pray my parents got the money for it cause ain't no way I'm winning anything from anybody. I just got an F on my last math test.

PunkChick13: Math isn't too bad, but I'm nervous since I start High School next year. The idea of learning Geometry is intimidating.

Skaterdud15: You need any help with geometry you just call me – or better yet, give me your email address or phone number. My mom hates when I give out mine.

Donna14: Hey mine is donna14@aol.com. I have a big test coming up next week and I just don't get this sin and cosine junk.

Hsmith_cool: So donna, while we're learning about you, any chance you can send me a pic in one of you cute cheerleading outfits? You sound like my type of girl.

PunkChick13: Oh sure, hit on the cheerleader. I don't see anyone asking for mine ☺

Skaterdude15: Hey, I'm kind of shy and all, but you seem like someone I'd like to get to know. Give me your number and I'll call ☺ We could get together sometime. Maybe go to the Alabama state fair.

PunkChick13: You know the area code right? Well then its 722-1234. But listen, don't call after 6. My mom thinks I'm too young to date, and I don't want her to find out I'm talking to a guy –

Hsmith_cool: So Donna, what will it be – they hooked up, don't want to be left out do you?

Donna14: hmm, I just don't have time for a boyfriend. But we can meet in this chat room again tomorrow.

FreewheelinGus: Why am I always the odd man out. Any one got any friends?

Donna14: Well my good friend Sue Johnson is looking for a guy. She's 14 – you interested? I could get her in the chat tomorrow, if you want.

REMEMBER the 4 R's

www.isafe.org

RECOGNIZE

Recognize techniques used by online predators to deceive, groom, or intimidate their victims.

Grooming techniques to encourage an eventual face-to-face meeting:

- Establishes Similar Interests
- Builds Trust
- Encourages Secrecy
- Breaks Down Barriers
- Makes Threats

REFUSE

Refuse all requests for personal information, to keep the relationship secret, or to meet in person.

Refuse to provide personal information by phone or email if you didn't initiate the communication.

RESPOND

Respond assertively by exiting the program, logging off, or turning off the computer.

REPORT

Report any suspicious or dangerous contact that makes you feel uncomfortable to a trusted adult.

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